



**Year 10
Assessment
Booklet
2022**

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James Fallon High School

Information for Year 10 Students, 2022

Dear Year 10 2022,

This year you will see changes in what is expected of you as a student as you get a taste of senior school. It is your responsibility to make the most of the opportunities school presents in Year 10. This year sees you commence your Record of School Achievement (ROSA), a cumulative document that spans Years 10, 11 and 12. The ROSA is a very important qualification because it means that you will be able to achieve recognition in one document for the awards of:

- Preliminary HSC and HSC
- Vocational Education and Training Courses
- An Exit Literacy and Numeracy skills result

The ROSA is a cumulative document. This means that each year is a step in a three year process. If you decide to leave school before the end of Year 12, you apply for your transcript of study and have your academic achievements recorded as at the time you leave school.

In 2022 you will engage in school based assessments that span the entire year. Your final assessment grades are not required to be submitted by the school to the NSW Education Standards Authority until the beginning of December. This means that there are formal written examinations for all of Year 10 held in November in a number of courses. Almost all of you will go on to study Year 11 in 2022. This means Year 10 in 2022 is a great opportunity to begin learning and practising study skills, particularly developing regular study routines, as well as examination preparation and execution skills.

In order to progress to Year 11 in 2023, you MUST satisfactorily complete all of the mandatory courses in Year 10 and at least one of your two elective courses. In order to satisfy the requirements for Year 10 in 2022 you also need to attend school every day you possibly can, pay attention and do your best in each of your lessons, make your best attempt with all learning including assessment tasks and develop a regular study and homework habit outside school hours.

As part of the continued learning of the ROSA, this booklet contains:

- Detailed outline of assessment policy and procedures for Year 10 in 2022
- An assessment schedule for Year 10 tasks
- Information on the process of curriculum selection for Year 11 in 2023

Please read this booklet carefully.

The school is ready to support you with Year 10 and its opportunities.

Are YOU ready and willing to make a genuine attempt at Year 10 in 2022?

The Award of The Year 10 Record of School Achievement

Pattern Of Study

To qualify for a ROSA a student must have attended a NSW Secondary school for four years and successfully completed a program of study from the pattern below which includes all the mandatory subjects, and one elective subject (two are offered at James Fallon High School).

Failure to meet requirements in any of the mandatory subjects or any one of the general experience or elective subjects will mean a non-award of the ROSA. This will mean repeating Year 10 in 2023.

Mandatory Subjects:

English, Mathematics, Science, History, Geography and PD/Health/PE.

Elective Subjects:

Agriculture, Commerce, Dance, Drama, Food Technology, Industrial Technology Metal, Industrial Technology Timber, Information and Software Technology, Physical Activity and Sports Studies, as well as Visual Arts.

Some students may study through TAFE or external providers to achieve certification, which can be recognised in the ROSA. These cases are done based on individual learning frameworks.

For students from interstate or overseas, the Principal decides if past secondary schooling qualifies for the ROSA. The **NSW Education Standards Authority (NESA)** has qualification guidelines for interstate and overseas students which allows them to blend in with NSW students.

Satisfactory Completion of A Course

The **NSW Education Standards Authority (NESA)** has provided the following definition of satisfactory completion of a course:

“a student will be considered to have satisfactorily completed a course, if, in the school’s view, there is sufficient evidence that the student has, by effort and achievement, indicated that he/she has followed the course laid down by the Board”. If such evidence does not exist, the Principal will apply the “N” indicator.

Attendance and Application

In addition to meeting satisfactory effort and achievement in the study of ROSA courses, a student must have a satisfactory record of attendance and application up to and including the final date of attendance for Year 10 as determined by the **NSW Department of School Education.**

Attendance

Students who have a record and/or pattern of attendance which, in the Principal's judgement, warrants the awarding of N determinations, will be required to justify the award of a ROSA to the Board's satisfaction. A **GUIDE TO SATISFACTORY ATTENDANCE IS 85% OF ALL SCHOOL DAYS.**

Students whose overall attendance is deemed unsatisfactory will be given 'N' determinations for each subject/course so affected.

Application

Satisfactory application is essential for the award of a ROSA. A judgement will be made by the Principal as to whether students have applied themselves at school to a degree which warrants the award of a ROSA. In making this judgement, Principals will take into account the degree of effort shown by students and their attitude to their studies.

Responsibilities of All Year 10 Students

- Attending school and school sport regularly.
- Doing each assessment task to the best of their ability.
- Ensuring that any questions they have about the marks/grades/comments awarded for an individual piece of work are resolved at the time the work is handed back.
- Demonstrating that through effort and achievement they have met all the requirements of their courses.

ROSA Assessment - Allocation of Grades

In English, Mathematics, Science, History, Geography, PDHPE and the elective subjects, the school-based assessment component will be reported using grades A, B, C, D, E based on Performance Descriptors issued by the NSW Education Standards Authority.

The NSW Education Standards Authority has developed General Performance Descriptors describing varying levels of student achievement. These descriptors are grouped into five different levels, ranging from “elementary” to “excellent”. Schools will match students to the descriptor that best fits their overall achievement. The grade that corresponds with that descriptor is then awarded to the student.

(see General Performance Descriptors on page 6)

The General Performance Descriptors have been used by Syllabus Committees in each subject area to develop Course Performance Descriptors. These Course Performance Descriptors are used to describe student attainment of objectives specific to each subject. Students’ grades in each subject will be based on the school’s assessment of their achievement in terms of the Course Performance Descriptors.

A student who does not meet one or more of the NSW Education Standards Authority requirements for satisfactory completion of a course will receive an “N” award. An “N” award in one of the mandatory subjects will prevent a student gaining the Year 10 ROSA.

This method of grading reflects both national and international trends in assessment and reporting. It is generally considered a more positive approach to assessment because it focuses upon student achievement and reports on what a student actually knows and can do.

The General Performance Descriptors – Simplified

No pre-determined percentage of students is allocated to any grade.

These apply to all courses however more specific Course Performance Descriptors apply to each individual subject.

GRADE A	Excellent Achievement
	<ul style="list-style-type: none"> - extensive knowledge and understanding - application of knowledge - high level of competence - applied in new situations
GRADE B	High Level of Achievement
	<ul style="list-style-type: none"> - thorough knowledge - competence in processes and skills - applied in most new situations
GRADE C	Substantial Achievement
	<ul style="list-style-type: none"> - attainment of main knowledge and skills - sound level of competence in process and skills.
GRADE D	Satisfactory Achievement
	<ul style="list-style-type: none"> - acceptable level of knowledge and understanding - basic level of competence in processes and skills
GRADE E	Elementary Achievement
	<ul style="list-style-type: none"> - elementary knowledge and understanding - limited competence in process and skills
GRADE N	Not satisfactorily completed in one or more of:
	<ul style="list-style-type: none"> (a) attendance (b) participation (c) effort and achievement (d) goals

James Fallon High School Assessment Policy

1. Notification of assessment tasks

Staff will provide students with two weeks' notice of formal assessment tasks including for any formal examination, outlining what is in the examination.

The class teacher will distribute hard copy notification of the task in class time, as well as entering the task onto the class Learning Tasks page on Compass.

Students must sign their name on a dedicated sheet or class roll when they receive notification for a formal assessment task.

If a student is absent on the day an assessment task is handed out, it is their responsibility to ensure that they see the class teacher, or the relevant Head Teacher on the day of their return to get their copy of the task and seek clarification about the task. Student absence on the day a task is handed out is ordinarily NOT grounds for an extension.

No formal assessment tasks will be scheduled in the two weeks leading up to formal examination periods for Years 11 and 12.

2. Submission of assessment tasks

Where possible, all assessment tasks are to be submitted by students via the Learning Task on Compass. Where tasks cannot be submitted in digital form then students are to sign a register to indicate that the task has been submitted. Hard copy of tasks are to include a cover page for identification purposes.

If a class teacher is absent on the day of submission the Head Teacher, or Head Teacher nominee, will facilitate the above process.

If a student is absent on the due date or a task, it is the student's responsibility to submit the assessment task and any appropriate documentation to the Head Teacher on the first day they return to school even if they do not have a timetabled lesson for that class on that day.

Where the day for an assessment has to change from its published date, students will be given written notification outlining these changes.

3. Rule for attendance on the due date of an assessment task

Students must attend all timetabled lessons the day before AND on the day an assessment is due.

Students will NOT be permitted to work on, or prepare, assessments during other classes.

4. Rule for extensions, illness/misadventure for assessment tasks and examinations

Years 7 – 9:

All applications for an extension MUST be submitted in writing, with appropriate documentation supporting the application, to the classroom teacher, where possible at least two days prior to the due date.

The classroom teacher will work with the Head Teacher to manage variations to assessment task submissions.

Students in Stage 4 (Years 7-8) and Stage 5 (Years 9-10 ROSA) need to provide appropriate supporting documentation in applying for extensions.

Appropriate supporting documentation for Stages 4 and 5 includes:

- medical certificate and/or
- parent letter/communication outlining exceptional circumstances.

Technology problems will NOT be considered a legitimate reason for late submission and therefore any such application will be declined.

Years 10, 11 &12:

All applications for Illness and Misadventure MUST be made at the earliest possible opportunity by:

- completing the school's Illness and Misadventure form.
- providing appropriate supporting documentation during an interview with the Deputy Principal responsible for Year 11 or 12. Appropriate supporting documentation for Stage 6 includes:
 - medical certificate and/or
 - parent letter/communication outlining exceptional circumstances.

Technology problems will NOT be considered a legitimate reason for late submission and therefore any such application will be declined.

Where practical, students who are organising work experience or work placement must endeavour to avoid clashes with published assessment and examination dates.

5. Nature or form of the extension

For students in Years 7 – 9 the Head Teacher of the relevant subject will determine which of the following will be granted:

- An extension of time for submission.
- Completion of an alternate task submitted at a later date.
- An estimate (based upon the student's relative achievement in the course).

For students in Years 10 – 12 the Deputy Principal responsible for the year group will determine which of the following will be granted:

- An extension of time for submission.
- An estimate (based upon the student's relative achievement in the course).
- Zero marks awarded.

NOTE: Once notified of the decision, students have the option to appeal the decision as per point 9 in this document.

6. Acceptable grounds for an extension must be exceptional and may include:

- School-related, curriculum-based compulsory activity.
- Illness or injury where the nature and duration of the injury or illness directly inhibits the student's capacity to fulfil the task's requirements.
- Family bereavement.

NOTE: Examination periods and formal assessments are published on Compass, on the school website and the school Facebook page, as well as in the assessment booklets handed out to all year groups at the start of each year. As a result of this advanced notification, family holidays are very strongly discouraged during these periods given that extensions are not granted for this situation.

7. Circumstances NOT recognised as exceptional and so NOT constituting grounds for an extension include:

- Extra-curricular activities.
- Paid employment commitments.
- Attending/preparations to attend recreational activities such as music concerts, live shows and the Albury Gold Cup.
- Family holidays.
- One or two days of illness during the fortnight leading up to the assessment task due date.

8. Procedures for formal assessment tasks not submitted or not genuinely attempted by the due date

Years 7 – 9

Unless there are exceptional circumstances warranting an extension of time or variation to the task, the following policy and procedure will be followed for assessment tasks not submitted or genuinely attempted by any student in Years 7 – 9 :

- For as long as a formal assessment task remains overdue and so is yet to be submitted/genuinely attempted, students will have their names added to the Assessment Task Non-Completion Register of outstanding tasks.
- Any student whose name is on the Assessment Task Non-Completion Register will be ineligible to participate in all extra-curricular activities until the task is submitted.

- Students who do not submit/genuinely attempt the relevant task, are still required to submit/make a genuine attempt at the task in a timely fashion.
- Students who submit tasks late without a valid explanation will be ineligible to receive a grade higher than a C for that task.

Years 10 – 12

- Failure to attend school the day before an assessment task is due OR the day that it is due without applying for an Illness and Misadventure variation to assessment or notifying the school of your absence due to illness or exceptional circumstances will receive zero marks.
- A determination of cheating or malpractice will receive zero marks.
- For as long as a formal assessment task remains overdue and so is yet to be submitted/genuinely attempted, students will have their names added to the Assessment Task Non-Completion Register of outstanding tasks.
- Any student whose name is on the Assessment Task Non-Completion Register will be ineligible to participate in all extra-curricular activities, including sporting events and performing arts events.
- Students who do not submit/genuinely attempt the relevant task, are still required to submit/make a genuine attempt at the task within two weeks of the original due date.
- Students in Years 10, 11 and 12 will be at risk of receiving an N-determination for that course if assessment tasks are not completed by the end of the course. These students will not be eligible to graduate to the next year level or receive their HSC certificate (Yr 12) if they receive an N-determination.

9. Assessment Appeals

- Students are encouraged to make initial contact with the class teacher if they have concerns about the way their assessment has been dealt with in a particular course.
- If the matter remains unresolved the student is to contact the Head Teacher responsible for the course in question.
- If the matter continues to remain unresolved the student is to contact the appropriate Deputy Principal.
- Finally, students have the option to lodge an appeal in writing that will be addressed and ruled upon by an Assessment Appeals Panel made up of one of *either* the Principal or a Deputy Principal (who will act as chairperson) *and* two Head Teachers from faculties other than that which is involved in the appeal.
- The ruling of the Assessment Appeals Panel will be binding and final.

10. Plagiarism, Cheating and Malpractice

- Plagiarism is when you pretend that you have written, created or developed a piece of work that someone else originated. It is cheating and considered malpractice.
- Students should consult the JFHS Malpractice Policy (which appears in the following two pages of this document) for details.
 - The golden rule is if you are in doubt about whether you are acting appropriately in a task, assignment or exam, ASK a teacher to clarify your proposed course of action BEFORE you commit to it.

James Fallon High School Malpractice Policy

1. Honesty and Integrity

All JFHS students must be entirely honest when completing all assessment tasks, exams and submitted works. You are marked only on the quality and originality of the work you have produced yourself.

2. Always Acknowledge Your Sources

You must acknowledge any part of your work that was written, created or developed by someone else. That includes any material from other sources like books, journals, electronic resources and the internet.

There is no need to formally acknowledge material you have learned from your teacher in classes.

3. Understanding Malpractice

Cheating of any kind is unacceptable. Behaving dishonestly to gain unfair advantage in assessments, exams, tests and assignments is malpractice, or cheating.

Any form of malpractice, including plagiarism, is unacceptable and will be treated very seriously by the school and, where relevant, NESAs.

Plagiarism is the act of claiming the ideas, writings, images and other multimedia of others as one's own without crediting those sources. Plagiarism is academically dishonest and carries severe consequences at JFHS.

If you plagiarise or otherwise engage in malpractice in senior school:

- your HSC will be placed in jeopardy.
- your name will be recorded on a malpractice register in Sydney.
- you may even be referred to the Independent Commission Against Corruption.

Malpractice includes:

- copying all or part of someone else's work and presenting it as your own.
- using material directly from books, journals, CDs or the internet without giving its source.
- building on someone else's ideas without giving their source.
- buying, stealing or borrowing someone else's work and presenting it as your own.
- slightly re-wording phrases from another source and passing the phrases off as your own.
- submitting work that someone else, like a parent, coach or subject expert, substantially contributed to.
- using someone else's words, ideas, designs, images or work in projects or performance tasks without giving their source.

- paying someone to prepare or write material.
- cheating in an exam.
- giving false reasons for not handing in work by the due date.
- helping another student to engage in malpractice.

4. Understanding Malpractice and its Consequences

JFHS treats malpractice and cheating allegations very seriously.

If a student is unsure whether they are acting appropriately and honestly in a task, assignment or exam, they should ASK a teacher to clarify the particular situation immediately.

If suspected of malpractice, you will need to show that all unacknowledged work is entirely your own.

Detected malpractice in any assessment task, quiz, test, exam or assignment will mean a mark of 'zero' for that task.

All students in Years 7 – 12 who knowingly engage in malpractice can expect the following consequences:

First Incident:

- Interview with the appropriate Head Teacher.
- Zero marks will be awarded and student will be required to resubmit task.
- Contact with parent/carer made by classroom teacher.
- Recorded on school's welfare system as a yellow level.

Second Incident:

- Interview with the appropriate Head Teacher and Deputy Principal.
- Zero marks will be awarded and student will be required to resubmit task.
- Contact with parent/carer made by Deputy Principal.
- Formal caution of suspension.
- Recorded on school's welfare system as a red level.

Third Incident:

- Interview with the Deputy Principal and Principal.
- Zero marks will be awarded and student will be required to resubmit task.
- Contact with parent/carer made by Deputy Principal or Principal.
- Suspension.
- Recorded on school's welfare system and moved to blue level.

Students in Years 11 – 12

In addition to the consequences outlined above for each incident, senior students who engage in malpractice can reasonably anticipate the following steps to be taken:

- Entry of the student's name on the NSW Education Standards Authority Malpractice Register.
- NESA official warning letter mailed to parent/carer.

Possible non-award of a grade for the HSC course(s) in which the malpractice has occurred.

Year 10 Information on Preparation For The Preliminary HSC Curriculum

Rationale:

The Year 10 to 11 transition involves major curriculum and school to work decisions for students. Any assistance rendered during this process is designed to be of major benefit to students. The seriousness of the process is reinforced while supporting the Year 10 to 11 students in making informed and considered decisions about course choices.

The following is a timeline outlining the way in which the 2022 Senior Curriculum and decisions about student exit plans are reached. It is a highly individual process through which all students are supported in making plans for their goals in learning and life next year.

TERM 1, 2022

This Year 10 assessment booklet will be distributed to each student early in Term 1, with the process of decision making and information about the Record of School Achievement (ROSA) in the introduction.

TERM 2, 2022

Week 3: Deputy Principal Curriculum and/or the Careers teacher, together with some Year 11 students will visit Guidance classes and outline the 2022 Year 10 to 11 Transition Plan. This will involve:

Week 7: A Decision Day will be conducted to inform students about HSC pathways and subject selections. Students will be provided with a Subject Outline Booklet, this booklet will have an initial Subject Selection Sheet in it, where they identify their 6 top choices for 2022. This sheet must be submitted by the end of **Week 8**. It is not binding and is an indication of the student's intention and thinking.

Week 7: Parent Information evening will be conducted to provide parents/carers with the appropriate information about HSC options and future pathways for their students.

Week 9: Tertiary information evening sessions are conducted within the local careers community for all students' ad parents/carers. Universities, TAFES and other post school destinations, together with UAC and VTAC representatives will be accessible during these sessions.

TERM 3, 2022

Week 2 and 3: Futures Counselling will be conducted with individual students to evaluate proposed career pathways and enable student to gather the appropriate information.

A 10 minute time slot will be allocated to each student to provide them with the opportunity to discuss their plans for 2022 and their tentative subject choices. The Year 10 Adviser, the Careers Teacher and the Deputy Principal will generally constitute the interview panel. The student is to treat this as a prospective job interview, and dress in appropriate uniform for the occasion, being clean and presentable. Any questions that the student has about Year 11 or leaving school should be brought to the interview.

Week 3: Online Subject Selection completed by all students.

Agriculture

	TASK 1		TASK 2		TASK 3		TASK 4	
	T	W	T	W	T	W	T	W
	1	11	2	5	3	8	4	4
	Horticulture Research		Beef practical task		Pastures portfolio		Yearly examination	
Weighting %	30		20		20		30	

Commerce

	TASK 1		TASK 2		TASK 3		TASK 4	
	T	W	T	W	T	W	T	W
	1	9	2	8	3	9	6	4
	Law and Political Involvement		Promoting and Selling		Towards Independence		End of Year Examination	
Weighting %	25		25		25		25	

Dance

	TASK 1		TASK 2		TASK 3	
	T	W	T	W	T	W
	2	2	2	10	3	10
	Motif into Phrase		Martha Graham		Postmodern and the Tradition	
Weighting %	30		30		40	

Drama

	TASK 1		TASK 2		TASK 3	
	T	W	T	W	T	W
	2	1	2	10	4	2
	Shakespearean Drama		Approaches to Character		Film-Making & Acting for Screen	
Making	Developing a performance in small groups - using stimulus from Shakespearean plays.		Demonstrating their understanding of a specific approach to character - through preparing and performing a character.		Assisting in the production of a short film - submitting a series of process tasks as evidence	
Performing	Performing an item in the 'Sport for Jove Shakespeare Carnival'.				Taking on a specific role - acting, directing or scriptwriting - in a short film.	
Appreciating	Demonstrating their understanding of the Shakespearean theatrical style - through a short reflection task.		Participating in class workshops on various acting practitioners.		Demonstrate their understanding of how dramatic & production elements have been manipulated, by completing a short reflection task.	
Weighting %	30		30		40	

English

	TASK 1		TASK 2		TASK 3		TASK 4	
	T	W	T	W	T	W	T	W
	1	10	2	5	3	2	3	10
	The Poet's Perspective		The Novelist's Craft		Reimagining Regicide		Coming of Age	
	Comparative essay		Creative writing		Critical study		Exam	
Weighting %	25		25		25		25	

Food Technology

	TASK 1		TASK 2	
	T	W	T	W
	2	4	4	7
	Unit 10.1 Food Prod Development		Unit 10.2 Food service & catering	
	Portfolio: design and produce a food product		Research and practical: Catering companies	
Weighting %	50		50	

Geography

Students will complete Year 10 History and Geography based on a semester approach in 2022.

All students will complete one semester of History and one semester of Geography.

	TASK 1		TASK 2	
	T	W	T	W
	1 or 3	10	2 or 4	6
	Human Wellbeing		Course Exam	
	Research essay		Source test	
Weighting %	50		50	

History

'Students will complete Year 10 History and Geography based on a semester approach in 2022.

All students will complete one semester of History and one semester of Geography

	TASK 1		TASK 2	
	T	W	T	W
	1 or 3	10	2 or 4	6
	Changing Rights and Freedoms		Australia in the Vietnam War Era	
	Research essay		Source test	
Weighting %	50		50	

Industrial Technology Timber & Industrial Technology Metal

	TASK 1		TASK 2	
	T	W	T	W
	Through the year		4	4
	Formative assessment (Practical skills & work – 50%) (Related theory skills & work – 10%)		Personal Project Folio	
Weighting %	60		40	

Information and Software Technology

	TASK 1		TASK 2		TASK 3		TASK 4	
	T	W	T	W	T	W	T	W
		1	9	2	7	4	2	4
	Authoring and Multimedia		Networking Systems		Digital Media		, Issues and People	
Weighting %	25		25		25		25	

Mathematics 5.1, 5.2 & 5.3

	TASK 1		TASK 2		TASK 3		TASK 4	
	T	W	T	W	T	W	T	W
	1	8	2	5	3	5	4	4
	Topics 1 & 2		Topics 3 & 4		Topics 5 & 6		Topics 7 & 8	
Weighting %	25		25		25		25	

Physical Activity and Sports Studies

	TASK 1		TASK 2		TASK 3		TASK 4
	T	W	T	W	T	W	SEMESTER 1/2
	1	7	2	5	3	8	Ongoing
	Foundations of Physical Activity Physical Fitness		Physical Activity and Sport in Society Australian Sporting Identity		Enhance Participation and Performance Coaching		Practical Application
	Designing a fitness circuit		Research Presentation		Coaching Design Peer Coaching		Participation and skill development in practical lessons
OUTCOMES FOR EACH TASK	PASS5-1, PASS5-2, PASS5-6, PASS5-9		PASS5-3, PASS5-4, PASS5-10		PASS5-5, PASS5-8		PASS5-5, PASS5-7
Weighting %	15		20		35		Sem 1 – 20 Sem 2 – 10

PDHPE

	TASK 1		TASK 2	TASK 3		TASK 4
	T	W	SEMESTER 1	T	W	SEMESTER 2
	2	4	Ongoing	3	8	Ongoing
	Health, Wellbeing and Relationships + Healthy, Safe and Active Lifestyles		Movement Skill and Performance	Health, Wellbeing and Relationships + Healthy, Safe and Active Lifestyles		Movement Skill and Performance
	Power to Party		Practical Skill Application	Personal Wellness		Practical Skill Application
	16 th Birthday Design		Athletics Cross Country Fitness Dance	Stress Letter Stress Busters Box		Net/Court Games Striking/ Fielding Volleyball
OUTCOMES FOR EACH TASK	PD5-6		PD5-4, PD5-11	PD5-1, PD5-9		PD5-4, PD5-5
Weighting %	25		25	25		25

Science

	TASK 1		TASK 2		TASK 3		TASK 4	
	T	W	T	W	T	W	T	W
	1	6	2	6	3	7/8	4	5
	Chemistry Practical Task		Common Skills Task		VALID Examination		Research Depth Study	
Weighting %	20		20		30		30	

Visual Art

	TASK 1		TASK 2	
	T	W	T	W
	1	10	3	1
	Body of Work & Artist Study		Body of Work & Artist Study	
Weighting %	50		50	